

# Dobson Academy - A Ball Charter School

## ARIZONA SCHOOL REPORT CARD 2003-04

2207 N. Dobson Road, Chandler, AZ 85224

### Ball Charter Schools (Dobson)

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

#### AZ LEARNS<sup>1</sup>

##### Elementary Achievement Profile \*

Highly Performing\*

\* The profiles are Excelling, Highly Performing, Performing or Underperforming.

#### No Child Left Behind

##### Adequate Yearly Progress\*\*\*

Met

##### School Improvement Status\*\*\*

N/A

\*\*\* For additional information, please refer to the AYP page in this report card.

#### School Overview

Principal/Administrator : Dr. George L. Ellis  
Schedule : 8:00 AM to 4:00 PM  
Grades : K-8  
2003 Enrollment : 521  
Web Address : dobsonacademy.org  
Phone Number : (480) 855-6325  
Fax Number : (480) 855-6323  
E-mail : George@dobson.ball-charter.k12.az.us

#### Mission

The mission of Dobson Academy, is to provide a high quality education that emphasizes core academic excellence. This is delivered in a nurturing partnership, where parents, students and staff work together to form a successful educational program.

#### School / Academic Goals

- ü Develop horizontal and vertical teaming processes to ensure curricular grade-level expectations are planned, implemented, assessed, and met, as aligned with the Arizona Academic Standards.
- ü Create a Leadership Team that has the priorities of analyzing, measuring, and monitoring the progress of academic achievement, as well as implementing teaching best practices, and parent satisfaction, as it relates to the total school program.

#### Instructional Programs

- ü Phonics-based Reading Program
- ü Waterford Early Reading Computer Program
- ü Guided Reading and Open Court Programs
- ü Enrichment Cluster Program

#### Enrollment

October 1, 2002 School Year Student Enrollment : 576  
Accepting New Students in 2003-04 Under Open Enrollment Law<sup>2</sup>: Yes  
Number of Students Attending Under Open Enrollment in 2002-03 : 510

#### Calendar Information

Number of Instruction Days : 180  
Average Daily Instruction Time : 6 hours 0 minutes  
First Day of School : 8/6/2003  
Last Day of School : 5/26/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA  
DEPARTMENT OF  
EDUCATION

### School Site Council

#### Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 5 Teacher(s)
- 2 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

#### Council Duties

- ü School Improvement Planning
- ü Develop School Leadership
- ü Student Academic Achievement
- ü Parental Satisfaction
- ü Monitor Curriculum & Student Assessment
- ü Professional Development

### Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	31.00
Other Professional Staff	.00	Teacher Aide	10.00

### Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	1	0	1
4 to 6 years	11	2	0	0
7 to 9 years	1	2	0	0
10 or more years	2	5	0	0

### Shared Responsibilities

#### School

Dobson Academy communicates frequently regarding student progress, school information, and school activities. Safety, and learning are high priorities for all staff. We welcome parent involvement as volunteers or in established leadership roles.

#### Parents

Parents sign the handbook agreement to partner with the school. Policies and procedures: uniform dress code, behavioral standards, completed work, and daily attendance are stressed. Parent volunteerism and leadership are desired from all parents.

### Resources Available at School Site

#### Special Facilities

- ü Classroom Computer (Mini-Labs)
- ü Library & Computer Laboratory

#### Extracurricular Activities

- ü Music/Chorus/Drama
- ü Enrichment Menu of Offerings
- ü Intermurals & Jr. High Competitive Sports
- ü Student Council & Odyssey of the Mind

#### Social Services

- ü Touchstone Counseling
- ü DARE/Police Officer Program
- ü ALIVE Volunteer Program
- ü OASIS Volunteers

### Transportation Policy

Dobson Academy does not provide transportation for students unless a student's IEP requires the school to do so.

## Indicators of Success Based on Historical Data from 2002-03

## School Achievements/Accomplishments 2002-03

- ü The purchase of the existing school facilities, construction of new classrooms, increased enrollment, and strong evidence from parent surveys indicating a high degree of satisfaction makes Dobson Academy a viable choice for a quality education.
- ü Vertical and horizontal teaming produced a realignment of curriculum and assessment. Four quarter planning, grade-level common practice, schoolwide best practices, staff development, and grade-level exit goals enhance delivery of the school mission.

## School Honors

## Awards or Special Recognition Received by the School, Staff or Students

Award/Honor	Year
ü Odyssey of the Mind: Regional/ State/World Competition	2003
ü Student Authors: The Red Dot, Poetry Anthology	2002
ü Grand Prize: Chandler, AZ Race & Unity Poster Contest	2002
ü Special Education Program of the Year, ADE	2003

## Student Activity Rates for School Year 2002-03

	% School	% K-6	Arizona % 7-8	% 9-12
Attendance Rate <sup>2</sup>	97	95	94	96
Transfers Out <sup>3</sup>	32	20	20	20
Transfers In <sup>4</sup> (Within District)	0	2	2	2
Transfers In <sup>5</sup> (Out of District)	0	10	10	9
Promotion Rate <sup>6</sup>	99	99	98	95
Retention Rate <sup>7</sup>	1	1	2	5
Dropout Rate <sup>8</sup>	--			8
Status Unknown <sup>9</sup>	--			6
Graduation Rate <sup>10</sup>	--			76

## Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	62	57
Grades 3-4	60	53
Grades 4-5	76	71
Grades 5-6	74	75
Grades 6-7	64	82
Grades 7-8	64	100

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2002-03. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03<sup>11</sup>

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	68	68	75372	103	103	101	536	536	523	3	3	9	19	19	25	41	41	36	37	37	30
All Students (Prior Year)	65	65	70809	NA	NA	NA	542	542	518	3	3	11	14	14	27	40	40	35	43	43	27
Female	34	34	36901	100	100	101	533	533	524	3	3	8	24	24	25	41	41	36	32	32	31
Male	34	34	38385	106	106	101	539	539	523	3	3	9	15	15	24	41	41	36	41	41	30
African American	NC	NC	3589	NC	NC	96	NC	NC	501	NC	NC	18	NC	NC	33	NC	NC	33	NC	NC	16
Hispanic	13	13	29103	130	130	99	522	522	510	0	0	12	38	38	31	31	31	36	31	31	20
Asian/Pacific Islander	NC	NC	1574	NC	NC	96	NC	NC	549	NC	NC	3	NC	NC	14	NC	NC	34	NC	NC	48
American Indian/Alaskan Native	NC	NC	5086	NC	NC	114	NC	NC	491	NC	NC	22	NC	NC	38	NC	NC	28	NC	NC	12
White	40	40	34597	95	95	98	538	538	535	5	5	4	13	13	20	45	45	38	38	38	38
Students with Disabilities	NC	NC	8057	NC	NC	99	NC	NC	496	NC	NC	23	NC	NC	31	NC	NC	28	NC	NC	17
Students without Disabilities	65	65	67315	108	108	101	537	537	525	3	3	8	18	18	24	40	40	37	38	38	31
Limited English Proficient Students	--	--	16925	--	--	112	--	--	482	--	--	27	--	--	40	--	--	26	--	--	7
Migrant Students	--	--	869				--	--	501	--	--	17	--	--	30	--	--	39	--	--	14
Economically Disadvantaged	--	--	26325				--	--	504	--	--	15	--	--	34	--	--	33	--	--	18
Non-Economically Disadvantaged	68	68	49047				536	536	530	3	3	6	19	19	21	41	41	37	37	37	35

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	68	68	75221	103	103	101	527	527	523	3	3	8	16	16	16	56	56	56	25	25	21
All Students (Prior Year)	66	66	70860	NA	NA	NA	536	536	524	2	2	9	11	11	17	48	48	45	39	39	30
Female	33	33	36833	97	97	100	531	531	526	0	0	6	15	15	15	55	55	56	30	30	23
Male	33	33	38319	103	103	101	523	523	520	6	6	9	18	18	17	55	55	56	21	21	18
African American	NC	NC	3597	NC	NC	97	NC	NC	510	NC	NC	14	NC	NC	22	NC	NC	53	NC	NC	11
Hispanic	13	13	29019	130	130	99	520	520	513	0	0	12	38	38	21	46	46	55	15	15	13
Asian/Pacific Islander	NC	NC	1572	NC	NC	95	NC	NC	536	NC	NC	2	NC	NC	9	NC	NC	57	NC	NC	31
American Indian/Alaskan Native	NC	NC	5071	NC	NC	114	NC	NC	502	NC	NC	20	NC	NC	27	NC	NC	46	NC	NC	8
White	42	42	34543	100	100	97	528	528	531	5	5	4	12	12	12	57	57	58	26	26	26
Students with Disabilities	NC	NC	8006	NC	NC	99	NC	NC	505	NC	NC	22	NC	NC	23	NC	NC	42	NC	NC	13
Students without Disabilities	65	65	67215	108	108	101	526	526	524	3	3	7	17	17	16	55	55	56	25	25	21
Limited English Proficient Students	--	--	16853	--	--	112	--	--	489	--	--	29	--	--	36	--	--	32	--	--	3
Migrant Students	--	--	866				--	--	503	--	--	19	--	--	23	--	--	49	--	--	8
Economically Disadvantaged	--	--	26256				--	--	509	--	--	14	--	--	24	--	--	51	--	--	11
Non-Economically Disadvantaged	68	68	48965				527	527	528	3	3	5	16	16	13	56	56	58	25	25	24

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	68	68	73654	103	103	99	544	544	530	1	1	9	9	9	13	76	76	70	13	13	7
All Students (Prior Year)	61	61	68592	NA	NA	NA	570	570	542	2	2	9	5	5	12	64	64	63	30	30	16
Female	33	33	36239	97	97	99	549	549	537	0	0	7	3	3	11	85	85	72	12	12	10
Male	31	31	37301	97	97	98	537	537	523	3	3	12	13	13	15	74	74	68	10	10	5
African American	NC	NC	3488	NC	NC	94	NC	NC	515	NC	NC	16	NC	NC	18	NC	NC	62	NC	NC	4
Hispanic	13	13	28348	130	130	96	539	539	520	0	0	13	8	8	17	92	92	65	0	0	5
Asian/Pacific Islander	NC	NC	1558	NC	NC	95	NC	NC	547	NC	NC	3	NC	NC	8	NC	NC	76	NC	NC	13
American Indian/Alaskan Native	NC	NC	4947	NC	NC	111	NC	NC	507	NC	NC	22	NC	NC	22	NC	NC	53	NC	NC	3
White	42	42	33924	100	100	96	547	547	537	2	2	5	7	7	10	71	71	75	19	19	9
Students with Disabilities	NC	NC	7306	NC	NC	90	NC	NC	506	NC	NC	24	NC	NC	20	NC	NC	52	NC	NC	4
Students without Disabilities	65	65	66348	108	108	100	544	544	531	2	2	8	9	9	13	75	75	71	14	14	8
Limited English Proficient Students	--	--	16422	--	--	109	--	--	495	--	--	30	--	--	27	--	--	43	--	--	0
Migrant Students	--	--	849				--	--	511	--	--	19	--	--	22	--	--	56	--	--	4
Economically Disadvantaged	--	--	25711				--	--	514	--	--	16	--	--	19	--	--	61	--	--	3
Non-Economically Disadvantaged	68	68	47943				544	544	535	1	1	7	9	9	11	76	76	74	13	13	9

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03<sup>11</sup>

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	50	50	76230	109	109	101	492	492	498	15	15	12	32	32	38	17	17	12	36	36	37
All Students (Prior Year)	46	46	72888	NA	NA	NA	502	502	494	16	16	14	27	27	40	16	16	12	41	41	34
Female	31	31	37247	107	107	100	496	496	500	13	13	11	29	29	40	23	23	13	35	35	37
Male	19	19	38725	112	112	101	484	484	497	19	19	14	38	38	37	6	6	12	38	38	37
African American	NC	NC	3594	NC	NC	96	NC	NC	476	NC	NC	22	NC	NC	46	NC	NC	11	NC	NC	21
Hispanic	NC	NC	28100	NC	NC	98	NC	NC	482	NC	NC	18	NC	NC	47	NC	NC	11	NC	NC	24
Asian/Pacific Islander	NC	NC	1447	NC	NC	95	NC	NC	527	NC	NC	5	NC	NC	26	NC	NC	11	NC	NC	58
American Indian/Alaskan Native	NC	NC	5292	NC	NC	113	NC	NC	463	NC	NC	31	NC	NC	47	NC	NC	8	NC	NC	14
White	30	30	35389	103	103	96	497	497	514	11	11	6	36	36	32	14	14	14	39	39	48
Students with Disabilities	NC	NC	9022	NC	NC	105	NC	NC	465	NC	NC	31	NC	NC	43	NC	NC	8	NC	NC	17
Students without Disabilities	47	47	67208	115	115	100	492	492	500	15	15	12	32	32	38	17	17	12	36	36	38
Limited English Proficient Students	--	--	14826	--	--	113	--	--	460	--	--	31	--	--	51	--	--	8	--	--	10
Migrant Students	--	--	837				--	--	478	--	--	19	--	--	51	--	--	8	--	--	21
Economically Disadvantaged	--	--	25037				--	--	477	--	--	21	--	--	47	--	--	11	--	--	21
Non-Economically Disadvantaged	50	50	51193				492	492	507	15	15	9	32	32	35	17	17	13	36	36	43

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	50	50	76202	109	109	101	513	513	505	11	11	19	32	32	24	45	45	46	13	13	11
All Students (Prior Year)	47	47	72779	NA	NA	NA	510	510	505	18	18	21	11	11	20	48	48	43	23	23	15
Female	31	31	37231	107	107	100	519	519	507	6	6	16	32	32	24	45	45	48	16	16	13
Male	19	19	38718	112	112	101	502	502	503	19	19	22	31	31	24	44	44	44	6	6	10
African American	NC	NC	3600	NC	NC	97	NC	NC	497	NC	NC	28	NC	NC	29	NC	NC	39	NC	NC	5
Hispanic	NC	NC	28090	NC	NC	98	NC	NC	497	NC	NC	28	NC	NC	30	NC	NC	37	NC	NC	5
Asian/Pacific Islander	NC	NC	1443	NC	NC	95	NC	NC	515	NC	NC	9	NC	NC	19	NC	NC	53	NC	NC	19
American Indian/Alaskan Native	NC	NC	5311	NC	NC	113	NC	NC	491	NC	NC	38	NC	NC	31	NC	NC	28	NC	NC	3
White	30	30	35371	103	103	96	515	515	512	4	4	10	36	36	20	46	46	54	14	14	16
Students with Disabilities	NC	NC	9097	NC	NC	106	NC	NC	493	NC	NC	39	NC	NC	27	NC	NC	29	NC	NC	5
Students without Disabilities	47	47	67105	115	115	100	513	513	506	11	11	18	32	32	24	45	45	47	13	13	12
Limited English Proficient Students	--	--	14780	--	--	113	--	--	486	--	--	50	--	--	32	--	--	18	--	--	1
Migrant Students	--	--	832				--	--	492	--	--	36	--	--	31	--	--	31	--	--	3
Economically Disadvantaged	--	--	24961				--	--	495	--	--	32	--	--	30	--	--	34	--	--	4
Non-Economically Disadvantaged	50	50	51241				513	513	509	11	11	14	32	32	22	45	45	51	13	13	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	50	50	74692	109	109	99	520	520	502	13	13	18	21	21	27	47	47	47	19	19	8
All Students (Prior Year)	45	45	70710	NA	NA	NA	535	535	512	12	12	17	19	19	26	43	43	42	26	26	16
Female	31	31	36710	107	107	99	532	532	509	6	6	14	13	13	26	58	58	50	23	23	10
Male	19	19	37742	112	112	98	497	497	495	25	25	22	38	38	28	25	25	44	13	13	6
African American	NC	NC	3516	NC	NC	94	NC	NC	487	NC	NC	26	NC	NC	31	NC	NC	39	NC	NC	4
Hispanic	NC	NC	27492	NC	NC	96	NC	NC	486	NC	NC	27	NC	NC	32	NC	NC	38	NC	NC	4
Asian/Pacific Islander	NC	NC	1428	NC	NC	94	NC	NC	528	NC	NC	8	NC	NC	20	NC	NC	54	NC	NC	18
American Indian/Alaskan Native	NC	NC	5166	NC	NC	110	NC	NC	470	NC	NC	39	NC	NC	32	NC	NC	27	NC	NC	2
White	30	30	34785	103	103	94	529	529	517	4	4	10	29	29	23	43	43	56	25	25	11
Students with Disabilities	NC	NC	8428	NC	NC	98	NC	NC	472	NC	NC	38	NC	NC	30	NC	NC	29	NC	NC	3
Students without Disabilities	47	47	66264	115	115	99	520	520	503	13	13	17	21	21	27	47	47	48	19	19	8
Limited English Proficient Students	--	--	14363	--	--	109	--	--	459	--	--	47	--	--	34	--	--	19	--	--	1
Migrant Students	--	--	814				--	--	475	--	--	33	--	--	37	--	--	27	--	--	2
Economically Disadvantaged	--	--	24507				--	--	480	--	--	31	--	--	33	--	--	33	--	--	3
Non-Economically Disadvantaged	50	50	50185				520	520	511	13	13	13	21	21	24	47	47	53	19	19	10

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03<sup>11</sup>

## 8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	25	25	71167	104	104	99	457	457	463	41	41	38	45	45	41	14	14	14	0	0	7
All Students (Prior Year)	20	20	66213	NA	NA	NA	445	445	459	53	53	39	32	32	40	11	11	14	5	5	7
Female	13	13	34825	93	93	99	457	457	462	25	25	38	67	67	42	8	8	14	0	0	6
Male	12	12	36047	120	120	99	458	458	464	60	60	38	20	20	39	20	20	15	0	0	8
African American	NC	NC	3225	NC	NC	95	NC	NC	441	NC	NC	57	NC	NC	34	NC	NC	6	NC	NC	2
Hispanic	NC	NC	23643	NC	NC	97	NC	NC	445	NC	NC	53	NC	NC	37	NC	NC	8	NC	NC	2
Asian/Pacific Islander	--	--	1503	--	--	100	--	--	493	--	--	18	--	--	40	--	--	23	--	--	19
American Indian/Alaskan Native	NC	NC	5161	NC	NC	103	NC	NC	435	NC	NC	63	NC	NC	30	NC	NC	5	NC	NC	2
White	14	14	35245	108	108	95	468	468	476	23	23	26	62	62	45	15	15	19	0	0	10
Students with Disabilities	NC	NC	8095	NC	NC	104	NC	NC	426	NC	NC	69	NC	NC	25	NC	NC	5	NC	NC	1
Students without Disabilities	22	22	63072	105	105	99	457	457	464	41	41	37	45	45	41	14	14	15	0	0	7
Limited English Proficient Students	--	--	10317	--	--	111	--	--	426	--	--	72	--	--	25	--	--	2	--	--	1
Migrant Students	--	--	614				--	--	440	--	--	57	--	--	34	--	--	6	--	--	3
Economically Disadvantaged	--	--	17057				--	--	440	--	--	58	--	--	34	--	--	6	--	--	2
Non-Economically Disadvantaged	25	25	54110				457	457	468	41	41	33	45	45	43	14	14	16	0	0	8

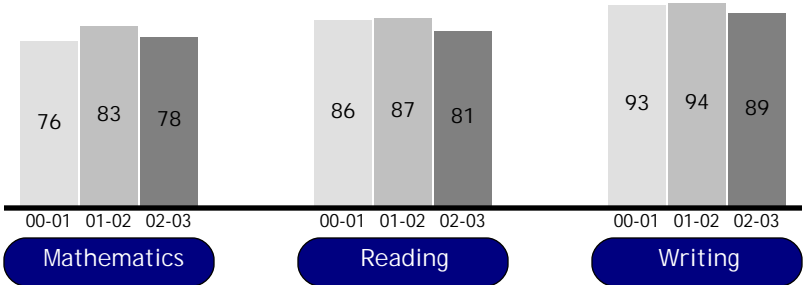
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	25	25	71100	104	104	99	514	514	502	26	26	25	17	17	21	30	30	40	26	26	15
All Students (Prior Year)	20	20	66144	NA	NA	NA	510	510	504	21	21	24	16	16	20	37	37	40	26	26	16
Female	13	13	34801	93	93	99	532	532	505	8	8	21	25	25	22	25	25	42	42	42	15
Male	12	12	36010	120	120	99	493	493	499	45	45	28	9	9	20	36	36	38	9	9	14
African American	NC	NC	3219	NC	NC	95	NC	NC	486	NC	NC	38	NC	NC	24	NC	NC	31	NC	NC	7
Hispanic	NC	NC	23630	NC	NC	96	NC	NC	485	NC	NC	37	NC	NC	25	NC	NC	32	NC	NC	6
Asian/Pacific Islander	--	--	1509	--	--	100	--	--	522	--	--	12	--	--	14	--	--	46	--	--	28
American Indian/Alaskan Native	NC	NC	5144	NC	NC	102	NC	NC	478	NC	NC	46	NC	NC	24	NC	NC	25	NC	NC	5
White	14	14	35198	108	108	95	521	521	515	21	21	15	14	14	18	36	36	47	29	29	21
Students with Disabilities	NC	NC	8121	NC	NC	105	NC	NC	470	NC	NC	55	NC	NC	20	NC	NC	21	NC	NC	4
Students without Disabilities	22	22	62979	105	105	99	516	516	503	23	23	23	18	18	21	32	32	41	27	27	15
Limited English Proficient Students	--	--	10304	--	--	110	--	--	462	--	--	63	--	--	23	--	--	13	--	--	1
Migrant Students	--	--	623				--	--	475	--	--	45	--	--	27	--	--	25	--	--	3
Economically Disadvantaged	--	--	17040				--	--	483	--	--	40	--	--	25	--	--	29	--	--	6
Non-Economically Disadvantaged	25	25	54060				514	514	507	26	26	20	17	17	20	30	30	43	26	26	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	25	25	69001	104	104	96	489	489	490	18	18	17	36	36	37	45	45	45	0	0	1
All Students (Prior Year)	19	19	63579	NA	NA	NA	493	493	493	17	17	15	39	39	42	44	44	41	0	0	2
Female	13	13	34086	93	93	97	499	499	496	17	17	13	17	17	36	67	67	51	0	0	1
Male	12	12	34644	120	120	95	477	477	484	20	20	22	60	60	39	20	20	38	0	0	0
African American	NC	NC	3115	NC	NC	92	NC	NC	478	NC	NC	25	NC	NC	44	NC	NC	31	NC	NC	0
Hispanic	NC	NC	22656	NC	NC	92	NC	NC	476	NC	NC	27	NC	NC	43	NC	NC	30	NC	NC	0
Asian/Pacific Islander	--	--	1472	--	--	98	--	--	507	--	--	8	--	--	30	--	--	60	--	--	2
American Indian/Alaskan Native	NC	NC	4940	NC	NC	98	NC	NC	469	NC	NC	34	NC	NC	43	NC	NC	23	NC	NC	0
White	14	14	34501	108	108	93	498	498	500	8	8	10	31	31	34	62	62	55	0	0	1
Students with Disabilities	NC	NC	7386	NC	NC	95	NC	NC	459	NC	NC	46	NC	NC	37	NC	NC	17	NC	NC	0
Students without Disabilities	22	22	61615	105	105	97	489	489	491	18	18	16	36	36	37	45	45	45	0	0	1
Limited English Proficient Students	--	--	9662	--	--	104	--	--	454	--	--	51	--	--	40	--	--	9	--	--	0
Migrant Students	--	--	590				--	--	466	--	--	35	--	--	43	--	--	22	--	--	0
Economically Disadvantaged	--	--	16383				--	--	472	--	--	30	--	--	43	--	--	26	--	--	0
Non-Economically Disadvantaged	25	25	52618				489	489	494	18	18	14	36	36	36	45	45	49	0	0	1

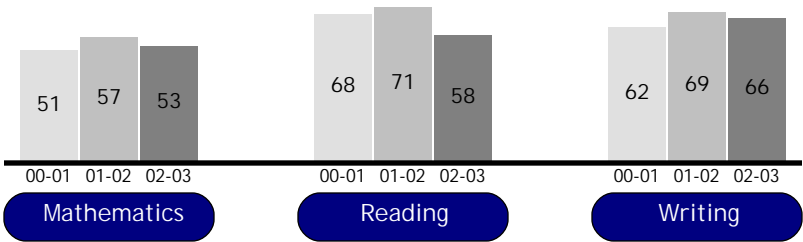
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

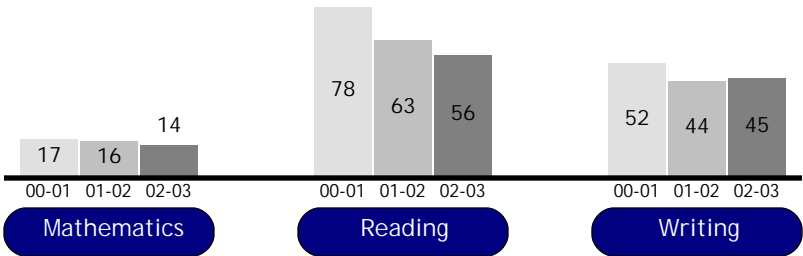
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.



The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	Made AYP?	Yes

#### Glossary:

**Adequate Yearly Progress (AYP):** The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

**Met Percent Tested:** Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

**Met Test Objectives:** The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

**Met Attendance Rate:** Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

**Met Graduation Rate:** School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

**School Improvement - Year 1:** Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

**School Improvement - Year 2:** Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

**Corrective Action:** Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns) and go to NCLB link



## Stanford Achievement Test, Ninth Edition (SAT-9) Results

## Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	99	66	66	53	100	64	64	44	99	70	70	50
	Language	100	57	57	45	100	53	53	39	100	58	58	43
	Mathematics	100	63	63	56	100	80	80	52	100	64	64	57
3	Reading	98	69	69	50	100	67	67	43	99	60	60	47
	Language	96	73	73	55	100	74	74	50	100	63	63	54
	Mathematics	98	81	81	53	100	75	75	50	100	70	70	54
4	Reading	98	66	66	55	100	59	59	47	100	64	64	52
	Language	100	62	62	50	100	65	65	45	99	61	61	48
	Mathematics	100	63	63	56	100	74	74	52	99	62	62	57
5	Reading	100	56	56	51	100	55	55	46	100	70	70	50
	Language	100	50	50	46	100	53	53	43	100	57	57	46
	Mathematics	100	63	63	56	100	66	66	54	100	68	68	57
6	Reading	100	62	62	54	100	61	61	49	97	58	58	53
	Language	100	51	51	46	100	52	52	42	100	50	50	45
	Mathematics	97	59	59	61	100	65	65	58	100	71	71	62
7	Reading	94	49	49	53	100	57	57	48	100	60	60	51
	Language	100	61	61	55	100	62	62	51	100	71	71	54
	Mathematics	97	40	40	57	100	52	52	54	100	68	68	58
8	Reading	100	65	65	55	100	61	61	49	100	57	57	53
	Language	100	61	61	50	100	52	52	46	100	59	59	49
	Mathematics	100	61	61	57	100	50	50	54	100	53	53	58

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

Student and staff Code of Conduct, facilities and parking lot, closed campus security, medication and clinic, as well as preparedness for fire and other emergency conditions, are part of the comprehensive safety program.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1
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The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

## Contacts

	Name	Phone Number
School Site Council	Shane Moore	(480) 855-6325
Transportation Policy	George Ellis	(480) 855-6325
Community Resources	Denise Cuismano	(480) 855-6325
School Nutrition Programs	Jane Campbell	(480) 855-6325
Parent Organization	Sharon Benson	(480) 855-6325
Student Health/Nurse	Stephanie Crandall	(480) 855-6325

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns). If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/grad](http://www.ade.az.gov/grad).

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to [www.ade.az.gov/standards](http://www.ade.az.gov/standards)